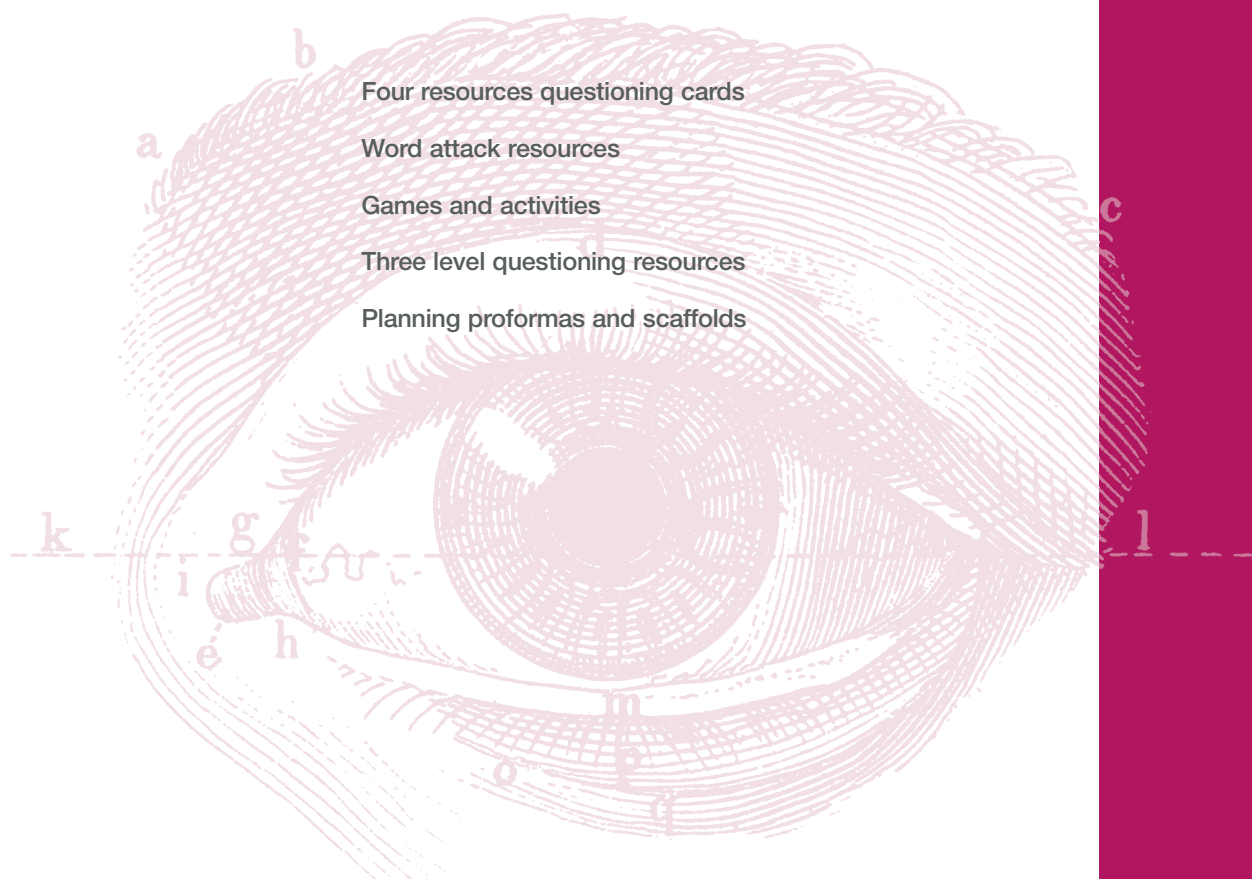


# Resources

and templates



Four resources questioning cards

Word attack resources

Games and activities

Three level questioning resources

Planning proformas and scaffolds

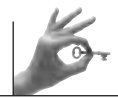
unlocking literacy



keys to success

Resources

5



## Four resources questioning

Following the tutor's reading of a text, a question session is undertaken to enable the student to engage more deeply with the text. The questions are based on the four resources model. Information about this model is located in Section 1 of the program.

Questions to help develop the four resources of the successful reader

These are samples of the kinds of questions that might be asked for each of the resources. Choose questions that are appropriate for the text and the language development of the student.

### **Questions to develop code breaker strategies:**

- How did you work out that difficult word?
- Which words are interesting?
- Which letter/s make that sound?
- Which other word might you use instead of this one?
- Which other words in this text have that sound?
- Which other words have that letter pattern?
- Is there another word here that has a similar meaning?
- What does that word mean in this context?
- Which other words come from the same base word?
- Which other words have the same prefix (beginning e.g. **un**/happy) or suffix? (ending e.g. happi/**ness**)
- Is the picture a close up, medium shot or long shot?
- Which colours have been used in this picture?
- What is happening in this picture?
- What do you notice about the body language of the characters?

**Questions to develop text participant strategies:**

- Predict what you think this text might be about?
- Does the text remind you of something that has happened to you?
- What did you feel as you read this text?
- What might happen next? Which words or phrases give you this idea?
- What would you do in this situation?
- How do you feel about the picture?
- What extra information does the picture give you?
- Is this character like anyone you know?
- What are the characters thinking or feeling?
- What might lie outside the frame of the picture?
- What do you think the next picture will look like?
- If you could ask the people in the picture a question, what would it be?

**Questions to develop text user strategies:**

- What do you notice about the way this text looks?
- How is this text put together?
- Which special features does this text have?
- What is the purpose of this text?
- Which text type is this? How do you know?
- In what ways is this text like others you have read?
- In what ways is this text different from the last one we read?
- How can you find information in this text?
- If you wrote a text like this, which words would you make sure you used?
- If you wrote a text like this, what title would you give it?
- If you were going to put this text on the web, what changes would you make?
- How would this text change if you were to use these ideas in a poem or a brochure or a poster?
- What title would you give this picture?
- Who might have taken this picture? Where might it have come from?

**Questions to develop text analyst strategies:**

- Why do you think the author chose this title?
- What opinions has the author expressed? Why?
- What is fact and what is opinion in this text?
- What would the story be like if the main character was a girl instead of a boy? (or vice versa?)
- Why did the author choose that particular word?
- Whose story is or is not being told here? Why?
- What sort of life does this text show? Is it real?
- Is the author of this text being fair?
- Which kinds of words are used a lot in this text? Why?
- What do you notice about the types of words used most in this text?
- How is the author trying to make me feel? Why?
- How would this text be different if told in another place or time?
- Whose points of view do or don't we hear?
- Why do you think the author chose to have this picture?
- Why do you think the author chose to make the illustration like this?
- What is this text doing to you?

**Individual question cards**

The sample questions have been presented as individual question cards. It is recommended that the cards for each resource are photocopied onto different coloured paper. The colours that are recommended are:

- code breaker – gold
- text participant – blue
- text user – green
- text analyst - cream

Code breaker

How did you work out  
that difficult word?

Code breaker

Which other words have  
that letter pattern?

Code breaker

Which words are  
interesting?

Code breaker

Is there another word  
here that has a similar  
meaning?

Code breaker

Which letter/s make  
that sound?

Code breaker

What does that word  
mean in this context?

Code breaker

Which other word  
might you use instead  
of this one?

Code breaker

Which other words  
come from the same  
base word?

Code breaker

Which other words in  
this text have that  
sound?

Code breaker

Which other words have  
the same prefix (beginning  
eg. un/happy) or suffix  
(ending eg. happi/ness)?

Code breaker

Is the picture a close  
up, medium shot or  
long shot?

Code breaker

Code breaker

Which colours have been  
used in this picture?

Code breaker

Code breaker

What is happening in  
this picture?

Code breaker

Code breaker

What do you notice  
about the body language  
of the characters?

Code breaker

Code breaker

Code breaker

Text participant

Predict what you think  
this text might be about?

Text participant

How do you feel about  
this picture?

Text participant

Does the text remind  
you of something that  
has happened to you?

Text participant

What extra information  
does the picture give you?

Text participant

What might happen next?  
Which words or phrases  
give you this idea?

Text participant

Is this character  
like anyone you know?

Text participant

What did you feel as you  
read this text?

Text participant

What are the characters  
thinking or feeling?

Text participant

What would you do  
in this situation?

Text participant

What might lie outside  
the frame of the picture?

Text participant

What do you think the  
next picture will look like?

Text participant

Text participant

If you could ask the people  
in the picture a question,  
what would it be?

Text participant

Text participant

Text participant

Text participant

Text participant

Text participant

Text participant



Text user

What do you notice about the way this text looks?

Text user

In what ways is this text like others you have read?

Text user

How is this text put together?

Text user

In what ways is this text different from the last one we read?

Text user

Which special features does this text have?

Text user

How can you find information in this text?

Text user

What is the purpose of this text?

Text user

If you wrote a text like this, which words would you make sure you used?

Text user

Which text type is this?  
How do you know?

Text user

If you wrote a text like this, what title would you give it?

Text user

If you were going to put this text on the web, what changes would you need to make?

Text user

Text user

In what ways would this text change if you were to use these ideas in a poem or brochure or poster?

Text user

Text user

What title would you give this picture?

Text user

Text user

Who might have taken this picture? Where might it have come from?

Text user

Text user

Text user

Text analyst

Why do you think the author chose this title?

Text analyst

Whose story is or is not being told here? Why?

Text analyst

What opinions has the author expressed? Why?

Text analyst

What sort of life does this text show? Is it real?

Text analyst

What is fact and what is opinion in this text?

Text analyst

Is the author of this text being fair?

Text analyst

What would the story be like if the main character was a girl instead of a boy? (or vice versa?)

Text analyst

Which kinds of words are used a lot in this text? Why?

Text analyst

Why did the author choose that particular word?

Text analyst

How is the author trying to make me feel? How? Why?

Text analyst

How would this text be  
different if told in  
another place or time?

Text analyst

Text analyst

Whose points of view do  
or don't we hear?

Text analyst

Text analyst

Why do you think the  
author chose to have  
this picture?

Text analyst

Text analyst

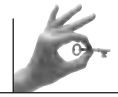
Why do you think the  
author chose to make  
the illustration like this?

Text analyst

Text analyst

What is this text trying  
to do to me?

Text analyst



## Word attack resources

In the 'Word attack' key, the student learns to read and recognise frequently used words and write them with speed and accuracy. The tutor selects ten words from the *Word recognition list* to become the student's focus words.

Available resources include:

- *Student word recognition list*. A list of frequently used words for the student to use. See Section 1.
- *Tutor word recognition list*. The list of frequently used words with spaces to record pre and post tests. See Section 1.
- *Word bank*. A proforma that students use to record their focus words. See below.
- *Word flashcards*. Words from the *Word recognition list* have been made into cards for use with students. See below.
- *Word blank proforma*. A set of blank cards on which tutors can write new focus words. See below.

## Word bank

These are the words I know

[illegible]

**again**

Word

Sentence

**about**

Word

Sentence

**after**

Word

Sentence

**a**

Word

Sentence

an

Word

Sentence

am

Word

Sentence

always

Word

Sentence

all

Word

Sentence



<p>Word</p> <p>another</p>	<p>Sentence</p>
----------------------------	-----------------

<p>Word</p> <p>are</p>	<p>Sentence</p>
------------------------	-----------------

<p>Word</p> <p>and</p>	<p>Sentence</p>
------------------------	-----------------

<p>Word</p> <p>any</p>	<p>Sentence</p>
------------------------	-----------------

**back**

Word

Sentence

**away**

Word

Sentence

**at**

Word

Sentence

**as**

Word

Sentence

before

Word

Sentence

because

Word

Sentence

been

Word

Sentence

bad

Word

Sentence

**black**

Word

Sentence

**bird**

Word

Sentence

**big**

Word

Sentence

**best**

Word

Sentence

Word	boy
Sentence	

Word	brother
Sentence	

Word	blue
Sentence	

Word	bring
Sentence	

**can**

Word

Sentence

**came**

Word

Sentence

**by**

Word

Sentence

**but**

Word

Sentence

<b>Dad</b>	
Word	
Sentence	

<b>cousin</b>	
Word	
Sentence	

<b>could</b>	
Word	
Sentence	

<b>come</b>	
Word	
Sentence	

dog

Word

Sentence

do

Word

Sentence

did

Word

Sentence

day

Word

Sentence



**ever**

Word

Sentence

**down**

Word

Sentence

**eat**

Word

Sentence

**don't**

Word

Sentence

Word	family
Sentence	

Word	fast
Sentence	

Word	every
Sentence	

Word	far
Sentence	

Word	<b>fell</b>
Sentence	

Word	<b>first</b>
Sentence	

Word	<b>father</b>
Sentence	

Word	<b>find</b>
Sentence	

four

Word

Sentence

for

Word

Sentence

found

Word

Sentence

five

Word

Sentence

Word	friend
Sentence	

Word	gave
Sentence	

Word	fly
Sentence	

Word	from
Sentence	

Word	girl
Sentence	

Word	go
Sentence	

Word	get
Sentence	

Word	give
Sentence	

Word	good
Sentence	

Word	green
Sentence	

Word	going
Sentence	

Word	got
Sentence	

have

Word

Sentence

has

Word

Sentence

hand

Word

Sentence

had

Word

Sentence



hear

Word

Sentence

he

Word

Sentence

head

Word

Sentence

having

Word

Sentence

him

Word

Sentence

her

Word

Sentence

here

Word

Sentence

help

Word

Sentence

I

Word

Sentence

home

Word

Sentence

house

Word

Sentence

his

Word

Sentence

**is**

Word

Sentence

**into**

Word

Sentence

**in**

Word

Sentence

**if**

Word

Sentence

keep

Word

Sentence

jump

Word

Sentence

just

Word

Sentence

it

Word

Sentence

**left**

Word

Sentence

**last**

Word

Sentence

**know**

Word

Sentence

**knew**

Word

Sentence

Word	like
Sentence	

Word	live
Sentence	

Word	let
Sentence	

Word	little
Sentence	

**make**

Word

Sentence

**made**

Word

Sentence

**look**

Word

Sentence

**long**

Word

Sentence



me

Word

Sentence

may

Word

Sentence

many

Word

Sentence

man

Word

Sentence

Word	<b>morning</b>
Sentence	

Word	<b>much</b>
Sentence	

Word	<b>more</b>
Sentence	

Word	<b>mother</b>
Sentence	

night

Word

Sentence

must

Word

Sentence

my

Word

Sentence

Mum

Word

Sentence

**now**

Word

Sentence

**not**

Word

Sentence

**no**

Word

Sentence

**new**

Word

Sentence

**on**

Word

Sentence

**off**

Word

Sentence

**old**

Word

Sentence

**of**

Word

Sentence

**other**

Word

Sentence

**open**

Word

Sentence

**one**

Word

Sentence

**once**

Word

Sentence

**own**

Word

Sentence

**over**

Word

Sentence

**out**

Word

Sentence

**our**

Word

Sentence

please

Word

Sentence

played

Word

Sentence

play

Word

Sentence

people

Word

Sentence



Word	quiet
Sentence	

Word	ran
Sentence	

Word	put
Sentence	

Word	quite
Sentence	

Word	red
Sentence	

Word	room
Sentence	

Word	read
Sentence	

Word	right
Sentence	

**sat**

Word

Sentence

**said**

Word

Sentence

**run**

Word

Sentence

**round**

Word

Sentence

**see**

Word

Sentence

**school**

Word

Sentence

**say**

Word

Sentence

**saw**

Word

Sentence

sister

Word

Sentence

should

Word

Sentence

sing

Word

Sentence

she

Word

Sentence

**some**

Word

Sentence

**soon**

Word

Sentence

**so**

Word

Sentence

**sit**

Word

Sentence

**tell**

Word

Sentence

**sun**

Word

Sentence

**that**

Word

Sentence

**step**

Word

Sentence

them

Word

Sentence

their

Word

Sentence

the

Word

Sentence

than

Word

Sentence



Word	there
Sentence	

Word	they
Sentence	

Word	then
Sentence	

Word	these
Sentence	

Word	<b>think</b>
Sentence	

Word	<b>three</b>
Sentence	

Word	<b>thing</b>
Sentence	

Word	<b>this</b>
Sentence	

tree

Word

Sentence

to

Word

Sentence

too

Word

Sentence

time

Word

Sentence

sn

Word

Sentence

dn

Word

Sentence

under

Word

Sentence

two

Word

Sentence

**was**

Word

Sentence

**walk**

Word

Sentence

**want**

Word

Sentence

**very**

Word

Sentence

**went**

Word

Sentence

**we**

Word

Sentence

**well**

Word

Sentence

**water**

Word

Sentence

**where**

Word

Sentence

**what**

Word

Sentence

**when**

Word

Sentence

**were**

Word

Sentence

Word	<b>white</b>
Sentence	

Word	<b>why</b>
Sentence	

Word	<b>which</b>
Sentence	

Word	<b>who</b>
Sentence	



<p>Word</p> <p><b>wish</b></p>	<p>Sentence</p>
--------------------------------	-----------------

<p>Word</p> <p><b>work</b></p>	<p>Sentence</p>
--------------------------------	-----------------

<p>Word</p> <p><b>will</b></p>	<p>Sentence</p>
--------------------------------	-----------------

<p>Word</p> <p><b>with</b></p>	<p>Sentence</p>
--------------------------------	-----------------

you

Word

Sentence

yes

Word

Sentence

year

Word

Sentence

would

Word

Sentence

**yellow**

Word

Sentence

**cream**

Word

Sentence

**brown**

Word

Sentence

**your**

Word

Sentence

Word	<p data-bbox="582 497 719 734">pink</p>
Sentence	

Word	<p data-bbox="608 1440 719 1709">grey</p>
Sentence	

Word	<p data-bbox="1193 432 1337 799">purple</p>
Sentence	

Word	<p data-bbox="1220 1373 1332 1771">orange</p>
Sentence	

**nine**

Word

Sentence

**eight**

Word

Sentence

**seven**

Word

Sentence

**six**

Word

Sentence

Word	Monday
Sentence	

Word	ten
Sentence	

Word	Wednesday
Sentence	

Word	Tuesday
Sentence	

Word	Friday
Sentence	

Word	Sunday
Sentence	

Word	Thursday
Sentence	

Word	Saturday
Sentence	

Word	February
Sentence	

Word	January
Sentence	

Word	April
Sentence	

Word	March
Sentence	



Word	June
Sentence	

Word	August
Sentence	

Word	May
Sentence	

Word	July
Sentence	

<p>Word</p> <p>October</p>	<p>Sentence</p>
----------------------------	-----------------

<p>Word</p> <p>December</p>	<p>Sentence</p>
-----------------------------	-----------------

<p>Word</p> <p>September</p>	<p>Sentence</p>
------------------------------	-----------------

<p>Word</p> <p>November</p>	<p>Sentence</p>
-----------------------------	-----------------

	Word
Sentence	

	Word
Sentence	

	Word
Sentence	

	Word
Sentence	



## Games and activities

The following games and activities develop and consolidate the student's word recognition and word attack skills. They also help the student read for meaning by making connections between reading, writing and thinking. Schools should endeavour to build a bank of games and activities that appeal to the wide ranging interests and needs of students.

### Read a picture

Pictures can be interpreted in different ways by different people. Using pictures is an excellent way to develop the student's spoken and written language. You can cut out pictures from magazines, catalogues, advertisements, newspapers and books. Many tutors find that photographs, including those from family albums, work well.

Ask the student to describe the picture. You might use some of the *Four resources questions* to facilitate the discussion:

- What is happening in this picture?
- Is the picture a close up/medium shot/long shot?
- What people or places do you see in the picture? Do you know people or places like them?
- What colours do you see in this picture?
- How does this picture make you feel and think?
- What title would you give this picture?
- Who might have taken the picture?
- Why might the picture have been taken?
- What might be happening outside the picture frame?
- What might have happened before the picture was taken?
- What might happen next?

You might ask the student to tell a story based on the picture you have discussed. You could also work together to make up a list of questions to ask about the picture.



## Word hunt

Give the student a highlighter pen and a photocopied page of text from a newspaper, magazine or book. In this activity, the student chooses one of their focus words. The student scans the text and tries to find the word as many times as possible. The word is highlighted each time it is found on the page. This can be turned into a game by imposing a time limit. For example, the student might have one minute to do the word hunt. The activity could be a competition between you and the student. As an alternative, words can be cut and glued on to a sheet of paper rather than highlighted.

## Snap

Choose ten of the student's focus words and print each word on two cards. Shuffle the cards and deal ten cards to each player. Take turns to put out the cards, one by one. If a player notices a matching pair, they say, 'Snap!' and put their hand over the pile of cards. The first to do this takes the pile of cards. The game continues until one player has all the cards. This player wins the game. Over a period of time, you could increase the number of words used in the game.

## Fish

Choose ten of the student's focus words and print each word on two cards. Shuffle the cards and deal five cards to each player. The rest of the cards are placed face down in the centre of the table. Players take turns to ask their opponent for a card to match one that they are holding in their hand. If a player receives a successful match, they put down their pair and have another attempt. If the player is unsuccessful in bidding for a card, they must pick up a card from the centre of the table and give their opponent the next go. The game ends when all the cards have been paired. The winner is the player with the most pairs. Over a period of time, you could increase the number of words used in the game.

## Concentration

Choose ten of the student's focus words and print each word on two cards. Shuffle the cards and spread them face down on a table. Each player has a go at turning over two cards. As each card is turned over, the word on the card is read out. If the cards are an identical match, the player keeps the pair. The game continues until all cards have been paired. The winner is the player with the most pairs. Over a period of time, you could increase the number of words used in the game.



## Guess my word

This game is intended to be used with the student's individual word list.

Secretly select one of the student's words and give clues to help the student guess the word correctly.

You will need a student's game card and a tutor's clue card (see below).

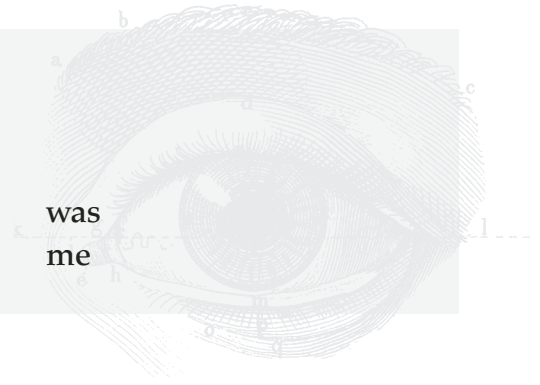
1. Have the student's game card and tutor's clue card ready.
2. Secretly select a word.
3. Write and read the first clue.
4. The student guesses the word and writes it beside number 1 on their game card.
5. Write and read a second clue on the clue card.
6. The student considers the clue and writes a guess beside number 2 on their game card.
7. This continues until clue number 5 has been written and the student's guess has been made.
8. By clue 5, the answer is usually clear, but you should discuss the answer and the student's selections in relation to the clues given. Point out appropriate and inappropriate choices based on your list of clues.
9. Have another go!



Sample:

**Word list**

when   took   bike   that   bird   look   was  
trap   why   the   now   who   which   me



**Clues might be:**

1. It is a word from your list.
2. It has 4 letters.
3. It ends with a 'k'.
4. It rhymes with book.
5. It starts with a 't'.

**Guess might be:**

1. was
2. bird
3. look
4. look
5. took

**Tutor's list**

Guess my word  
clue card

- 1.
- 2.
- 3.
- 4.
- 5.

**Student's list**

Guess my word  
game card

- 1.
- 2.
- 3.
- 4.
- 5.



# Tutor's list

Guess my word clue card

1.

2.

3.

4.

5.



# Student's list

Guess my word game card

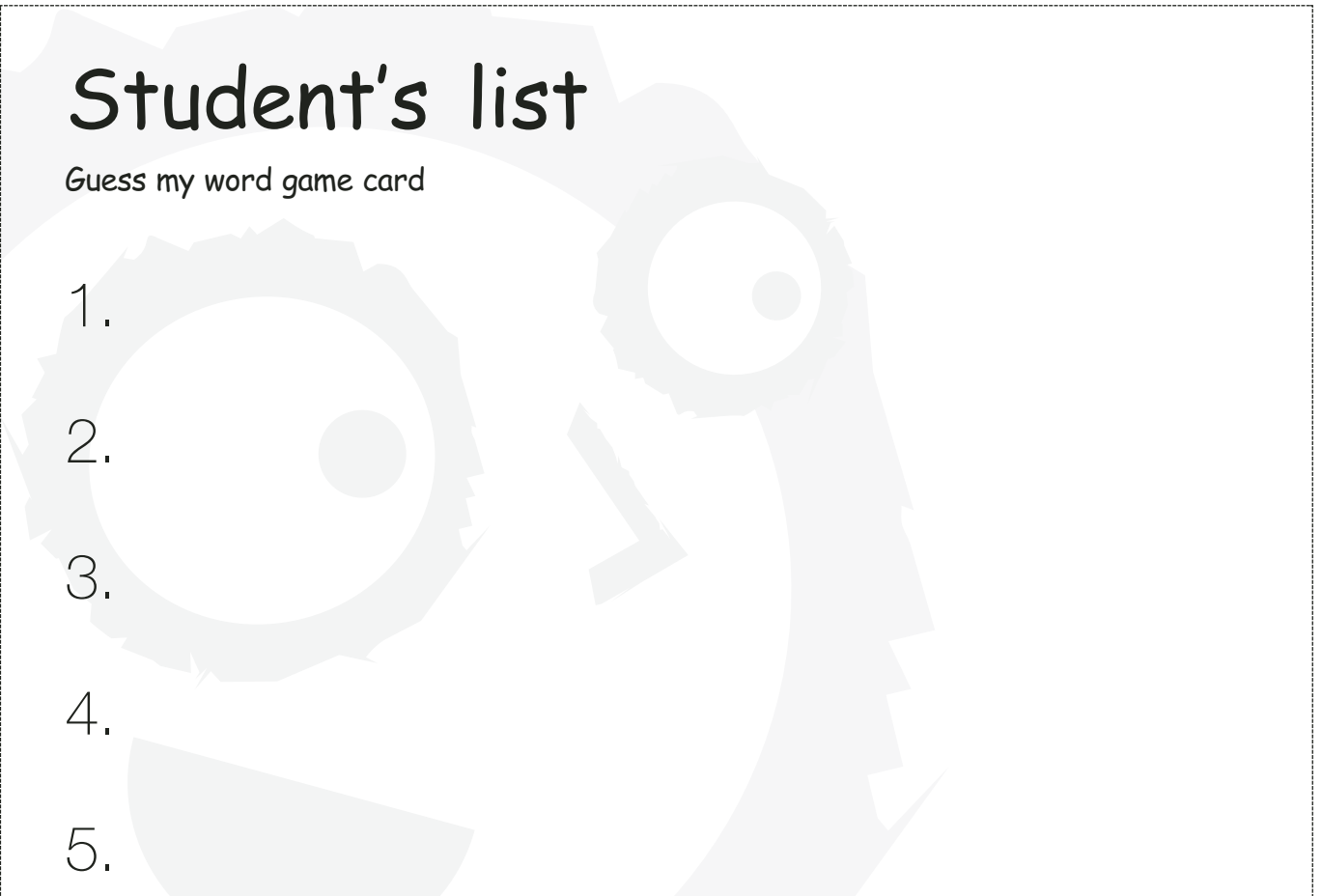
1.

2.

3.

4.

5.







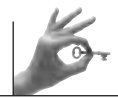
## Mystery word

Model this game for the student, who can then play the game with another person.

1. Write five or six words from the student's individual word list on cards and place them on a table.
2. Ask the student to look closely at the words before closing their eyes while you remove one card.
3. Give the student ten seconds to identify the missing word.
4. If the word is identified within this time, the student gets one point. If the student is unable to identify the word they miss out on the point.
5. Put that card back on the table and ask the student to remove a card for you to guess.
6. Take turns.
7. The winner is the player with the highest tally of points at the end of ten plays.
8. To make this game harder, increase the number of words on the table or decrease the time given to players when searching for the mystery word.

## Search for words

From the student's ten focus words they choose the word with the most letters. Using just these letters, they try to make as many words as possible. Words might be spoken or written.



## Mouse scramble

Choose a word from the student's ten focus words. Write dashes for the number of letters needed to spell the word. Ask the student to guess a letter. If they are incorrect, draw part of a mouse. If the student is able to guess the word before the mouse is drawn, they win.

After the game, discuss the student's letter choices. Discussion should be based on the appropriateness of their choices.

## Word links

Taking turns, you and the student say a word beginning with the last letter of the previous word. Players keep a count of the number of words they have come up with. A modification of this game could be to write the words.

## Mystery rub outs

Choose a word from the student's ten focus words. Ask the student to turn away. Write the word down, but don't include all the letters of the word. The student has to guess the missing letters. The student then writes a word while you turn away. This can become a competition by keeping track of the time it takes for each player to work out the missing letters. The player who solves the word in the shortest time wins.



# Alphabet Games

## Split a text

Choose either a dictionary or a telephone book. The student puts on a blind fold or closes their eyes. You nominate a letter and the student tries to open the text at an appropriate page. If the student is correct, they receive a point. If they are incorrect, play passes over to you. The first to five points wins.

The way to win this game should be discussed with the student. For example, if a person is asked to find the letter 'b' they would open the text near the beginning because the letter 'b' is at the beginning of our alphabet.

**The following games are variations of the above and can be used to develop many skills.**

## Dictionary search

Use the dictionary to find:

- the word that follows directly after/before a particular word
- meanings of words
- words consisting of a particular number of letters
- action words (verbs)
- naming words (nouns)
- words starting with vowels or consonants
- compound words
- words containing a certain number of syllables.

## Telephone book search

Use a telephone book to find:

- particular types of restaurants
- names starting with certain letters
- shopping centres, fire stations and hospitals
- businesses in a particular neighbourhood.



## Newspaper search

Use a newspaper to find:

- the names of recently born babies
- television programs
- weather
- sports
- world and local news stories
- horoscopes
- classified advertisements.

Take turns with the student. The games could become competitive by imposing a time limit.

## Verb hunt

Find texts that can be cut up or photocopied. A newspaper or a magazine is ideal. Each of you should have a text in front of you. You should both cut out as many verbs as possible. The person who finds the most verbs in a given time is the winner.

This game can be played with various word categories such as nouns, adverbs and adjectives.

## Extend my vocabulary

You and the student each choose a descriptive word from a text you shared in the session. Each person writes the word on a piece of A4 paper and uses the same piece of paper to brainstorm as many words as possible with the same meaning. A time limit should be imposed and word choices should be discussed after this activity. An extension could be to find words with the opposite meaning.



## Create a dictionary

This is an extended activity in which the student creates a dictionary for a subject of their choice. Examples include:

- sports such as hockey, football, netball
- hobbies such as bushwalking, music, motorbike riding
- general topics of interest such as those related to school subjects
- jobs.

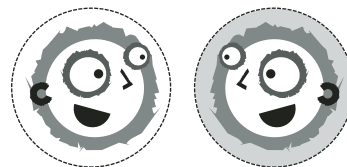
### **What to do:**

1. Choose your topic.
2. Make a list of 10 to 15 words.
3. Put the words in alphabetical order.
4. Write a brief definition of each word.
5. Publish your dictionary using dictionary format.
6. Include a cover page and a title page. You might like to do this on a computer.


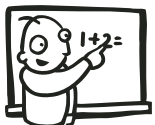












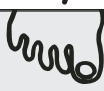

















## Digraph game

When two letters make one sound, they are called a digraph. To play this game, the two players place their markers on the start square. The first player rolls the die and counts the number of spaces as they move. After looking at the digraph they land on, the player writes or draws a word that contains the digraph. If they are unable to think of a word they miss a turn. The first player home wins the game.

You will need a die and two markers.



## Digraph board game

Start	 rain ai	 taught au	 bark ar	 hawk aw
 hay ay	 sea ea	Miss a turn	 see ee	 weigh ei
 tiger er	 flew ew	 monkey ey	 pie ie	 shirt ir
Go forward 5 spaces	 boat oa	 toes oe	 point oi	 boy oy
 boot oo	 book oo	 hound ou	 clown ow	 fork or
 church ur	 chest ch	 duck ck	 gnome gn	 knife kn
 phone ph	 queen qu	 ship sh	 thunder th	 wheel wh
				Finish



## Compound word game

Compound words are made up of two smaller words, e.g. foot + ball = football. Cut up the list of words below. Shuffle them and spread them face down on a table. Decide who goes first. The first player turns two cards over and reads them aloud. If they make a compound word, the player keeps the cards. If not, the cards are placed back on the table in the same position and the second player has a go. The winner is the person with the most pairs.

super	one	bed
flag	birth	pan
foot	coat	man
corn	any	pop
post	rain	man
Bat	side	pole
shine	ball	man
sun	net	out
ball	in	day
room	cake	side



## Contraction bingo

Each player has a different contraction game board. Cut out the cards, shuffle them and spread them face down on a table. Decide who goes first. The first player turns a card over, reads it aloud and tries to find a match on their board. If a match can be found, the player has another go. If not, the second player has a turn. The first player to cover up all of their board is the winner.

### Contraction cards:

they'll	who's	I'll
we'll	he's	she'll
you'll	we're	it's
they're	I'm	where's
don't	can't	shouldn't
wouldn't	didn't	hadn't
hasn't	couldn't	you're
weren't	she's	won't





## Contraction game board 1

they will	who is	I will
we will	he is	she will
you will	we are	it is
they are	I am	where is

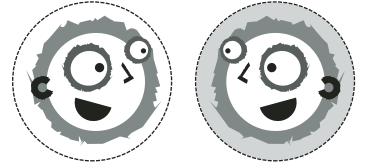
## Contraction game board 2

do not	can not	should not
would not	did not	had not
has not	could not	you are
were not	she is	will not

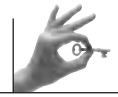
## Blend game

Decide who goes first. This player rolls the die and moves the appropriate number of spaces. They look at the blend they land on and write or draw five words that begin with it. If the player is unable to think of five blends, they miss a turn. The first player to reach the end wins.

Blend game board: You will need a die and 2 markers.



Start	1. bl	2. br	3. cl	4. cr
9. dr	8. fl	7. fr	6. gl	5. gr
10. pl	11. pr	12. sc	13. scr	14. sk
19. sl	18. sm	17. sn	16. sp	15. squ
20. st	21. str	22. sw	23. thr	24. tr Finish



## Three level questioning

During the 'Three level questioning' key the tutor and student share the responsibility of generating and responding to questions. An explanation of *three level questioning* is found in Section 2.

### Question starters for the three levels of questioning

On the line	Between the lines	Beyond the lines
<ul style="list-style-type: none"><li>• What happened ...?</li><li>• How many ...?</li><li>• How did ...?</li><li>• Who ...?</li><li>• What is ...?</li><li>• Which ...?</li></ul>	<ul style="list-style-type: none"><li>• Why did ...?</li><li>• What was ...?</li><li>• What do you think about ...?</li><li>• Can you explain ...?</li><li>• How is this similar to ...?</li></ul>	<ul style="list-style-type: none"><li>• Do you think that ... should have ...?</li><li>• What else could ...?</li><li>• Do you agree ...?</li><li>• What would have happened with ...?</li><li>• How might ...?</li><li>• What effect does ...?</li><li>• If you were ... what would you ...?</li></ul>

### Individual questioning cards

The sample questions have been presented as individual question cards. It is recommended that the cards for each resource are photocopied onto different coloured paper. The colours that are recommended are:

- On the line – orange
- Between the lines - grey
- Beyond the lines – yellow

On the line

What happened . . . ?

On the line

Which . . . ?

On the line

How many . . . ?

On the line

On the line

How did . . . ?

On the line

On the line

Who . . . ?

On the line

On the line

What is . . . ?

On the line

Between the lines

Why did . . . ?

Between the lines

Between the lines

What was . . . ?

Between the lines

Between the lines

What do you  
think about . . . ?

Between the lines

Between the lines

Can you explain . . . ?

Between the lines

Between the lines

How is this  
similar to . . . ?

Between the lines

Beyond the lines

Do you think that ...  
should have ...?

Beyond the lines

How might ...?

Beyond the lines

What else could  
she/you ...?

Beyond the lines

What effect does ...?

Beyond the lines

How would you ...?

Beyond the lines

If you were ...  
what would you ...?

Beyond the lines

Do you agree ...?

Beyond the lines

Beyond the lines

What would have  
happened if ...?

Beyond the lines



## Planning proformas and scaffolds

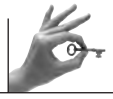
The final key, 'Writing in response', of the *Unlocking literacy* program asks students to respond to their reading in writing. This section helps tutors to become familiar with the structures, features and purposes of text types that might be written by students.

Text type	Purpose	Scaffolds and support
<b>narrative</b>	<b>to entertain</b> (A narrative might also express ideas or instruct.)	<ul style="list-style-type: none"> <li>• annotated sample</li> <li>• scaffold 1 – easy story plan</li> <li>• scaffold 2 – key ideas plan</li> <li>• scaffold 3 – focus on events</li> <li>• scaffold 4 – focus on description</li> <li>• scaffold 5 – focus on the climax</li> </ul>
<b>recount</b>	<b>to retell events or experiences</b> (A recount might be real or imaginary.)	<ul style="list-style-type: none"> <li>• annotated sample</li> <li>• scaffold 1 – questions to ask</li> <li>• scaffold 2 – key ideas</li> <li>• scaffold 3 – recount plan</li> <li>• scaffold 4 – paragraph plan</li> <li>• scaffold 5 – newspaper article plan</li> </ul>
<b>procedure</b>	<b>to explain how to do something</b>	<ul style="list-style-type: none"> <li>• annotated sample</li> <li>• scaffold 1 – writing instructions</li> <li>• scaffold 2 – procedure plan</li> </ul>
<b>report</b>	<b>to present factual information in a logical sequence</b>	<ul style="list-style-type: none"> <li>• annotated sample</li> <li>• scaffold 1 – easy report summary</li> <li>• scaffold 2 – animal report</li> <li>• scaffold 3 – report plan</li> <li>• scaffold 4 – fact fishbone</li> <li>• scaffold 5 – information wheel</li> </ul>
<b>exposition</b>	<b>to persuade others to think about an issue from a particular viewpoint</b> (An exposition usually presents only one side of an argument.)	<ul style="list-style-type: none"> <li>• annotated sample</li> <li>• scaffold 1 – exposition plan</li> <li>• scaffold 2 – forming an opinion</li> </ul>
<b>explanation</b>	<b>explains how and why something works or happens in the world.</b>	See page 5:123 - Templates for writing in response to reading

Further information about teaching writing is available from

<http://www.education.tas.gov.au/english/targeting.htm#agesp>

<http://www.education.tas.gov.au/english/writing.htm>



## Writing to entertain

These texts entertain, engage, amuse, interest and intrigue readers by telling real or imagined experiences. They might also express ideas and opinions, instruct or inform.

### **narratives**

- **folktales**
- **fairytale**s
- **fables**
- **myths & legends**
- **mysteries**
- **horror stories**
- **fantasy**

### **jokes**

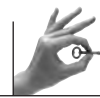
### **plays**

### **poems**

### **cartoons**

### **recounts**





## Narrative

**Purpose:** Narratives entertain, engage, amuse, interest and intrigue readers by telling real or imagined experiences. They might also explain, inform or instruct.

Text organisation	Is Thomas in trouble?	Language features
<b>Introduction</b> (orientation) - characters (who? what?) - setting (when?) - time (when?)	Thomas was bored. His mother was planting tomatoes in the back garden, and Daisy, the dog, was snoring loudly underneath the kitchen table. He had no one to play with and nothing to do. Suddenly he felt very hungry. He <b>opened</b> the pantry and looked inside. He <b>spotted</b> a box of chocolates on the top shelf. 'Problem number one,' he <b>thought</b> , "is how to get at it?"	Uses past tense e.g. <i>opened, spotted, thought</i>
<b>Series of events which lead to a problem</b> (complication). The problem relates to the characters or events	<b>After</b> dragging the stool across the kitchen floor, climbing up, reaching high with arms outstretched, he still couldn't grab it. He ran to get the broom. He climbed up on to the stool, held the broom high and balanced carefully <b>as</b> he poked it towards the top shelf.	Uses conjunctions e.g. <i>after, as</i>
<b>Solution</b> (resolution) The resolution explains how the problem is solved. (Why?)	He <b>watched in horror</b> as the broom knocked other things off leaving the <b>chocolates sitting alone</b> on the shelf. Glancing down, he saw the tomato sauce sliding out of its bottle and spraying on to the floor. The lid flew off a canister of raisins and a packet of biscuits split open. When they hit the floor it looked like the flies were feasting on a forgotten barbecue. As he picked up the containers, he wondered how <b>he</b> was going to clean up the mess.	Uses descriptive language e.g. <i>watched in horror, chocolates sitting alone</i>
	At that moment Daisy sprang into action. <b>She</b> crunched up the biscuits, slurped up the sauce and swallowed the raisins. In just a few seconds the floor was spotless.	Writes in the third person e.g. <i>He, she</i>
	Thomas turned to see his mother watching her hands at the kitchen sink. 'Would you like hamburgers for lunch?' she asked.	(Can be written in the first person e.g. <i>I, we</i> )
	<b>'I think I've lost my appetite.'</b> said Thomas slowly.	Uses dialogue e.g. <i>I think I've lost my appetite</i>

Traditional narratives include folktales, fairy tales, fables, myths and legends while modern narratives includes fantasy, realistic fiction, adventure, mystery and horror stories. Narratives are used in picture books, simple short stories and longer stories with complicated plots. Some narrative features might also be found in spoken stories, cartoons, comics and feature films.

Story plan		Narrative scaffold 1	
Author: .....		Title: .....	
Beginning		Middle	
			End



## Narrative

Narrative scaffold 2

Characters:

(List the main characters.)  


Setting:

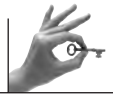
(Where did the story take place?)  


Problem/s:

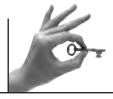
(List the problem/s.)  


Resolution:

(Was the problem solved? How?)  

Narrative		Narrative scaffold 3
	Description	
Who? What? Where? When?		
Event 1		
Event 2		
Event 3		
Event 4		
Resolution		



## Setting

Narrative scaffold 4

Where does the story take place?

What does the place look like?

## Characters

What are their names?

What do they look like?

## Plot (story outline)

How does the story begin?

What is the main event or problem?

How is the problem solved?

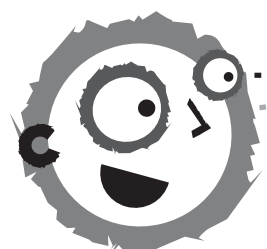


## Story writing plan

Narrative scaffold 5

Title: .....Date: .....

Words I might want to use: .....



## The plan

People

Place

This happens first...

Things begin

to sort out...

**THE  
EXCITING  
BIT!**

The finish.

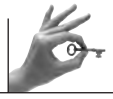


## Recount

**Purpose:** A recount retells an event or experience in the sequence in which it happened. It might include an evaluation of the experience.

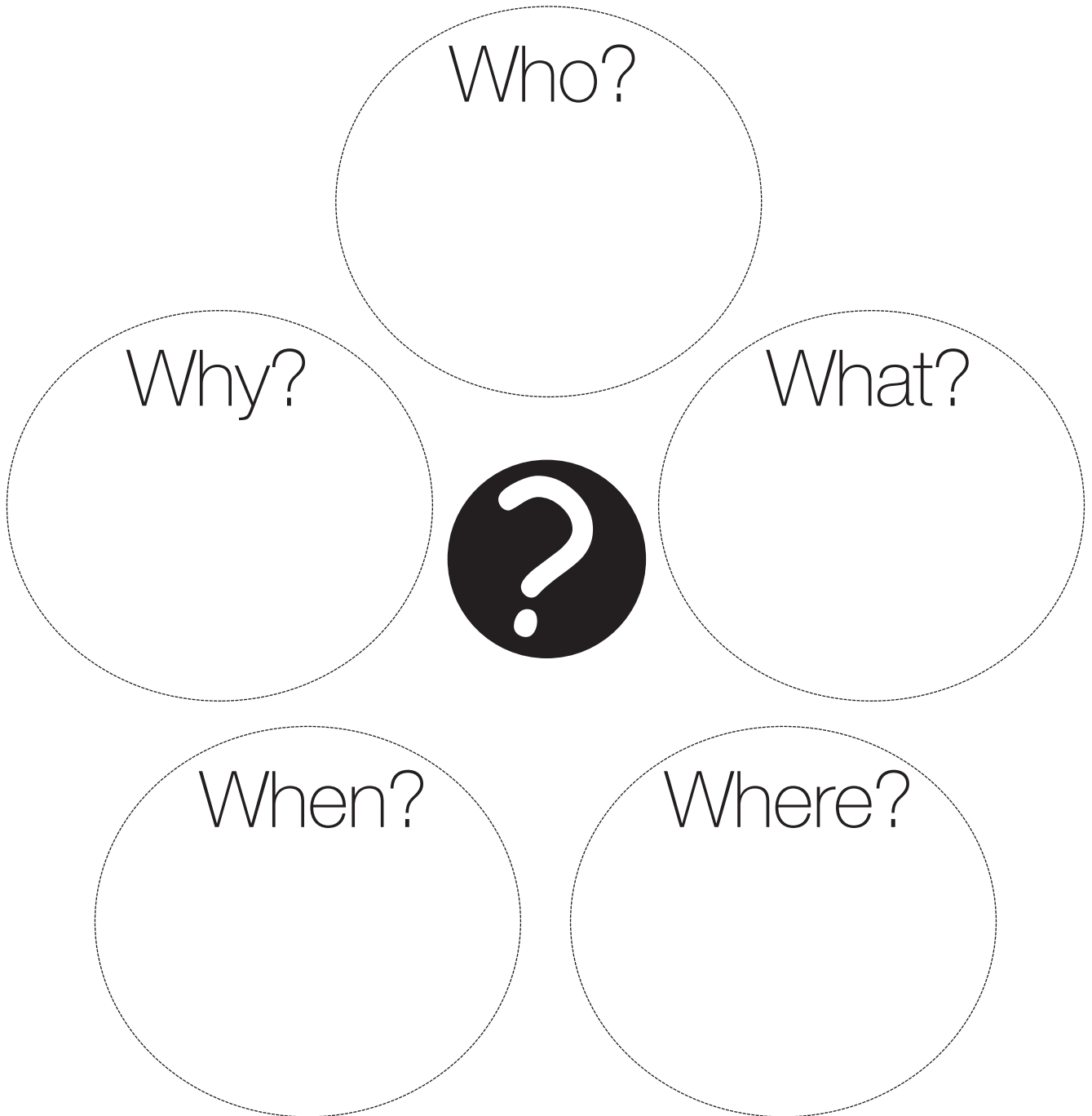
<p>Text organisation</p> <p><b>First paragraph</b> sets the scene (orientation)</p> <ul style="list-style-type: none"> <li>- Who?</li> <li>- When?</li> <li>- Where?</li> <li>- Why?</li> </ul> <p><b>Series of events told in time sequence</b> (from first to last)</p> <p><b>Concluding statement</b></p>	<p>A school swimming lesson</p> <p>We waited in line for the bus to take us for our first swimming lesson. <b>Jarrold</b>, Chris and <b>I</b> ran for the back seat and then we drove off to the pool.</p> <p>When we got there most people jumped into the water but I thought it might be cold. I sat on the side of the pool. <b>Mr White</b> told me to get in quickly.</p> <p><b>First</b> we did giant steps and <b>next</b> we put our heads under the water and blew bubbles. <b>Then</b> we got put into our groups.</p> <p>While Jarrod and Chris went to the deep end to learn to dive, my group got to chase after the plastic rings that Mr White threw into the water. I hooked the first ring up with my foot, but Mr White made me dive for the next one. The water tasted yukky.</p> <p>Next we hung on to the side of the pool and kicked with our legs. We tried to see who could splash the most water on to the parents sitting near us. I won. Jarrod's mum moved away from the big puddle we made.</p> <p>We had to use kickboards to get across the pool. I used a noodle instead. I couldn't go in a straight line and kept bumping into people. I had to go back and do it again with a kickboard this time.</p> <p><b>After that</b> we practised floating in star shapes. Then we had free time and Chris pretended to be Jaws. The girls screamed and got out of the pool.</p> <p><b>When</b> our lesson finished we could go on the waterslide. <b>It was awesome.</b></p> <p>When we got back to school we ate our lunch and Mr White made us clean up the quadrangle because he said we were uncooperative and disrespectful. I think I'll be Jaws tomorrow.</p>	<p>Language features</p> <p>Uses nouns and pronouns to identify people, places and things e.g. Jarrod, I, Mr White</p> <p>Uses conjunctions e.g. <i>first, next, then</i></p> <p>Uses paragraphs to show the sequence of events</p> <p>Uses words and phrases to make links through time e.g. <i>after that, when</i></p> <p>Makes personal comments about the events e.g. <i>It was awesome</i></p>
--	--	--

While recounts might be real or imaginary, the author is usually involved in the experience. Letters, journals, diaries, biographies, newspaper articles and stories are also types of recounts.

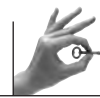


## Questions to ask about recounts

Recount scaffold 1







## Recount - Key ideas

Recount scaffold 2

Who? .....

.....

What? .....

.....

Where? .....

.....

When? .....

.....

Why? (Optional) .....

.....

Events:

1. ....

.....

2. ....

.....

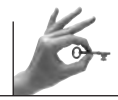
3. ....

.....

Ending: .....

.....

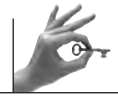
.....



## Recount plan

Recount scaffold 3

Structure	Ideas
Introduction (orientation)	Who? What? When? Where?
Series of events (in the order in which they happen)	Event 1
	Event 2
	Event 3
	Event 4
Comments (re-orientation)	Feelings or opinions



## Recount - Paragraph plan

Recount scaffold 4

**Orientation**

Plan to write these things in the first paragraph.

Who?

What?

Where?

When?

Why?  
(optional)**Sequence of events**

List the things that happened in the order in which they happened.  
Start a new paragraph for each one when you write your recount.

1.

2.

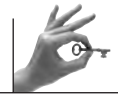
3.

4.

5.

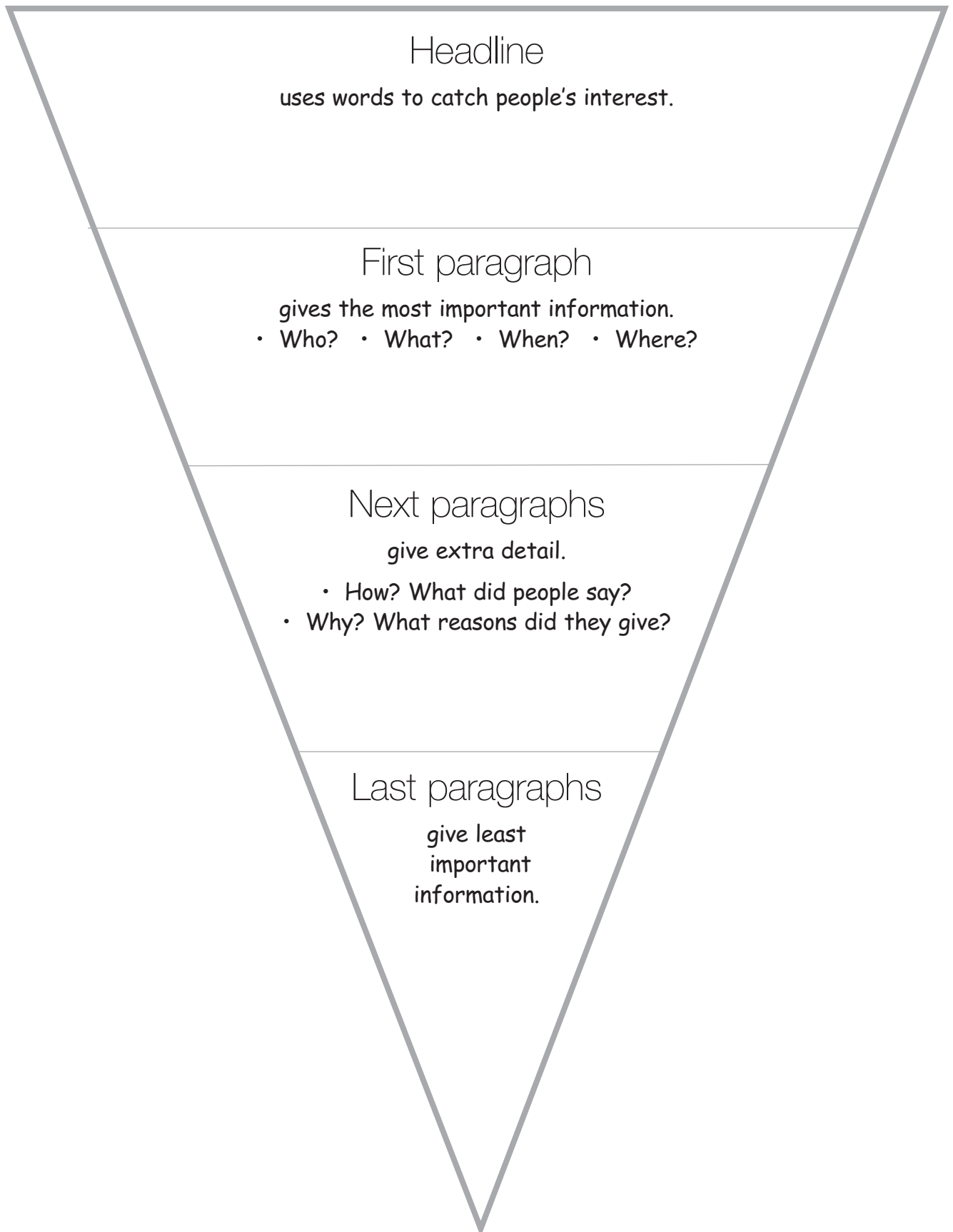
**Reorientation**

This finishes your recount. Here you can make your own comments or explain your feelings about the events. This is your last paragraph.

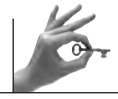


## Newspaper article plan

Recount scaffold 5



Draw a triangle in your work book. Write down key words in each section.



## Writing to inform and instruct

These texts present information in logical sequences. They might explain how to do something or why something happens.

procedures

- **recipes**
- **manuals**
- **agendas**
- **directions**
- **instructions**
- **rules for games**

reports

**often involve**

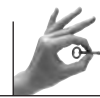
- **naming**
- **defining**
- **describing**
- **analysing**
- **organising**
- **comparing**
- **contrasting**
- **generalising**
- **evaluating**

**invitations**

**explanations**

**posters and charts**

**pamphlets and brochures**



## Procedure

**Purpose:** The main purpose of a procedure is to explain how to do something

Text organisation	How To Make Popcorn	Language features
Starts with a goal or aim	<b>You'll need</b>	
	<ul style="list-style-type: none"> <li>• 2 tablespoons popping corn</li> <li>• 2 tablespoons vegetable oil</li> <li>• 2 tablespoons sugar</li> </ul>	
Lists the materials needed	<b>How to make it</b>	Uses present tense e.g. <i>pour</i>
Gives the steps in order of sequence	1. <b>Pour</b> the oil into a large saucepan and place it on the stove.	
	2. <b>Turn</b> the heat to medium and cook for about 2 minutes.	Starts each step with an action verb e.g. <i>Pour, turn, add</i>
	3. <b>Add</b> the corn to the pan and put the lid on.	
Puts each step on a new line	4. Turn the heat to high until you hear the corn begin to pop.	
	5. Turn the heat to low and cook <b>slowly</b> until the popping stops. Shake the pan <b>occasionally</b> .	Uses adverbs to show how to do things e.g. <i>slowly, occasionally</i>
	6. Sprinkle sugar over the popcorn and stir.	
	7. Turn the heat to high for less than one minute. Do not overcook or the sugar will burn.	
	8. Pour the popcorn into a basin and wait for it to cool before tasting.	

Procedures vary according to the audience. They include directions, instructions, recipes, rules for games, manuals and agendas.



# Writing instructions

Procedure scaffold 1

How to .....  
.....  
.....

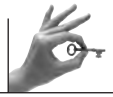
You will need .....  
.....  
.....  
.....

1. First you .....  
.....  
.....  
.....  
.....  
.....  
.....

2. Then you .....  
.....  
.....  
.....  
.....  
.....  
.....

3. Next .....  
.....  
.....  
.....  
.....  
.....  
.....

4. Finally .....  
.....  
.....  
.....  
.....  
.....  
.....



## Procedure

Procedure scaffold 2

Topic:

What is to be done?

Materials: e.g. tools, instruments, utensils, ingredients, parts

What is needed?

Method:

How is it to be done?

Evaluation:

How successful was the end product?



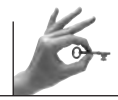


## Report

**Purpose:** Reports present factual information in a concise and logical sequence. Reports avoid personal comments and opinions from the author.

Text organisation	The Tasmanian devil	Language features
A general statement or classification explains the subject of the report	The Tasmanian devil is a <b>marsupial</b> . (A marsupial is an animal that feeds and carries its young in a pouch.) It lives only in Tasmania and was called a devil by the early European settlers because of its fierce appearance and loud screeching.	Uses present tense e.g. <i>is, has</i>
Each paragraph has different information	The devil <b>is</b> the same size as a small dog. It <b>has</b> a large head, a stocky body and a short, thick tail. While the fur is mostly black, there are often white markings on the back and chest.	Uses specialised vocabulary e.g. <i>marsupial, nocturnal</i>
Each paragraph has a topic sentence and supporting details	Because the devil is a <b>nocturnal</b> animal, (it is active at night) it spends the days in the dense bush and hunts for food after dark.	Writes in the third person e.g. <i>it, they</i>
Visual texts e.g. maps, diagrams and charts are often included	While it can catch prey the size of a small wallaby the devil often feeds on the bodies of dead sheep and cows from farms. Its very powerful jaws and teeth enable <b>it</b> to eat bones and fur as well as the meat. Farmers are pleased that devils stop the spread of disease by removing the rotting bodies of dead animals. Groups of devils eat together from the same carcase (body of a dead animal) and they are such noisy eaters that <b>they</b> can be heard for several kilometres.	Uses precise and economical language (gives accurate information in short sentences) e.g. <i>Devils breed in March, devils have been affected by cancer</i>
Includes a concluding statement or summary	<b>Devils breed in March</b> and the young are born in April. While more are born, only two or three babies survive to live in their mother's pouch for four months. They move with their mother into a hole or a hollow log until they are ready to live on their own in the bush at the end of December. Devils live until they are seven or eight years old. Recently adult <b>devils have been affected by cancer</b> . This begins with lumps around the mouth and spreads to the face and neck. Scientists are studying the cancers so they can find out the cause and save the devil population in Tasmania.	Might include a glossary.
	Bibliography: <a href="http://www.dpiwe.tas.gov.au/inter.nsf/WebPages/BHAN-5372WP?open">http://www.dpiwe.tas.gov.au/inter.nsf/WebPages/BHAN-5372WP?open</a> <a href="http://en.wikipedia.org/wiki/Tasmanian_Devil">http://en.wikipedia.org/wiki/Tasmanian_Devil</a>	Includes a bibliography

Information reports ask students to question, define, describe, analyse and evaluate information.



# Report

Report scaffold 1

Purpose: to inform about .....

.....

What is the report about?

.....

.....

.....

Write three facts:

1. ....

.....

.....

.....

2. ....

.....

.....

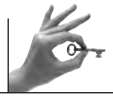
.....

3. ....

.....

.....

.....



# Animal report

Report scaffold 2

Title: .....

.....

(Common names of animals include: ant, bee, coral, dinosaur, elk, fish, goat, lizard, owl, pig, rat, scorpion, turtle, worm, zebra.)

Classification:

It is a

.....

.....

.....

(mammal, reptile, bird, fish ...)

Labelled diagram

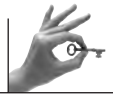
Description:

Colour:

.....

.....

.....



Size:

.....

.....

.....

Body covering:

.....

.....

.....

(fur, feathers, scales)

Features:

.....

.....

.....

(legs, wings, beak, fins, tail)

Habitat:

.....

.....

.....

(It lives in trees, grass, underground, in the sea ...)

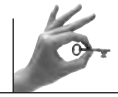
Food:

.....

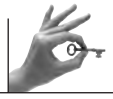
.....

.....

(It eats leaves, insects, plants, small fish ...)



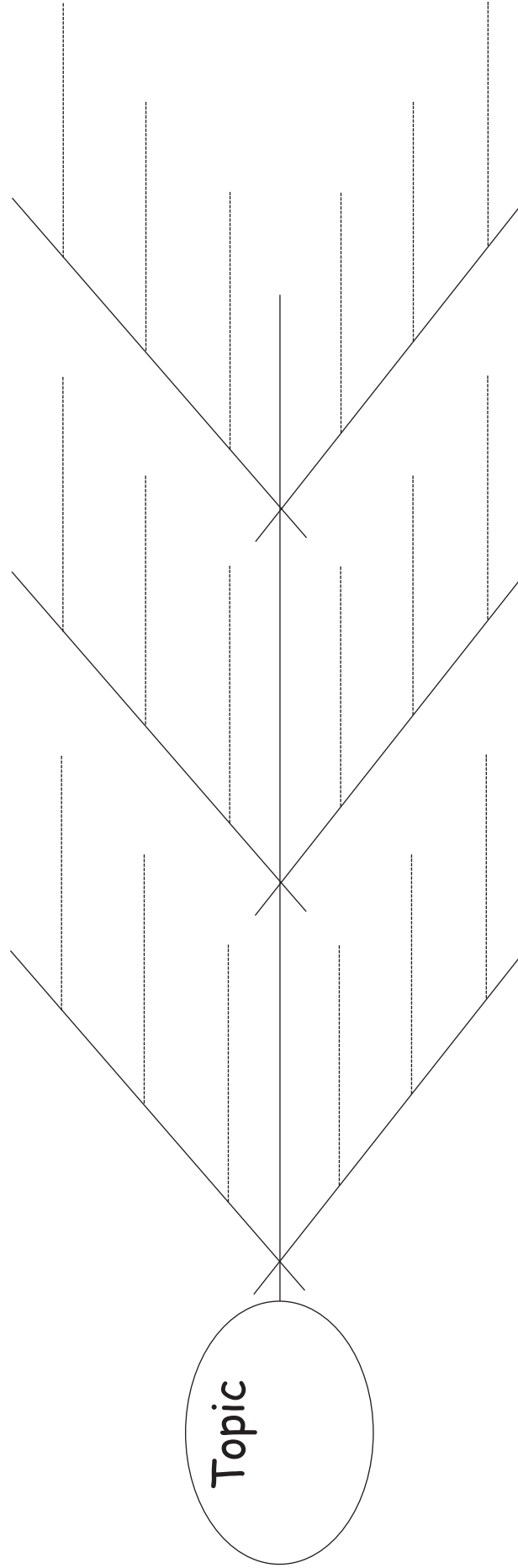
Report plan		Report scaffold 3
Guiding questions	Key words (Use this column to list the key words you will use in your report)	
What is it? (classification)		
What does it look like? (description)		
Where is it found? (location)		
What does it do?		
How would you sum it up? (Concluding comment)		



## Fact fishbone

Report scaffold 4

Use the line of the fish bone to organise the facts you have found for your report.

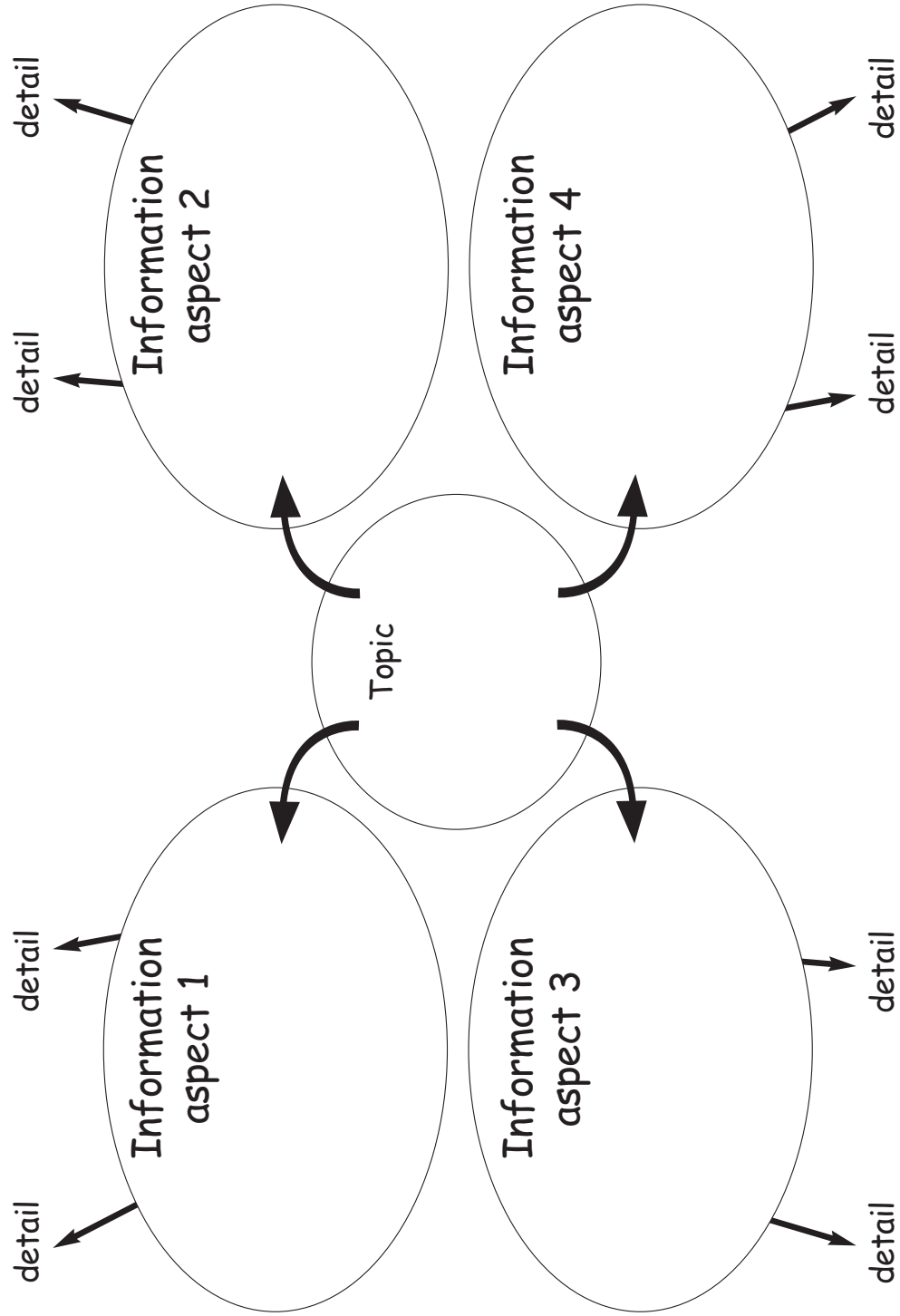


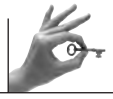


## Information wheel

Report scaffold 5

Use the connecting wheels to organise your information for report writing.



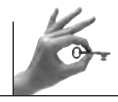


## Writing to persuade

These texts convince others to think about an issue from a particular point of view. They usually present only one side of an argument and give evidence to support the viewpoint they have adopted.

- **advertisements**
- **letters to the editor**
- **debates**
- **arguments**
- **pamphlets**
- **posters**



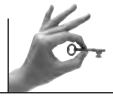


## Exposition

**Purpose:** An exposition persuades others to think about an issue from a particular point of view. It usually presents only one side of an argument and gives evidence to support that viewpoint.

Text organisation	Skateboarding in the suburbs	Language features
Statement of issue	Anybody over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.	Uses emotive language e.g. <i>toddlers can be trampled, thunderous rattles are heard</i>
Series of logical arguments: - strongest argument is presented first	Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. <b>Toddlers can be trampled</b> on and little old ladies can be knocked down as they struggle home carrying their cat food from Coles. <b>Thunderous rattles are heard</b> on our main roads each night as skaters travel without lights and without warning in the paths of oncoming cars.	Uses cause and effect e.g. <i>a serious sport ... increases fitness</i>
- One argument in each paragraph	Skateboarding is a <b>serious sport</b> that improves young people's health. It <b>increases fitness</b> , improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practise together and compete to perform stunts or runs they form firm friendships.	Selects words to show certainty e.g. <i>always, must</i>
- each argument is developed and justified	Young people should be prevented from becoming over weight couch potatoes. If they are actively involved in skating, they are not smoking, taking drugs or breaking other laws just for fun.	Uses technical language e.g. <i>180s, 360s and Ollies</i>
Summary of the issue and/or recommendation for a solution	Kids will <b>always</b> seek thrills and excitement. They need to practise their <b>180s, 360s and Ollies</b> free from restrictions. We <b>must</b> build skate parks in the suburbs so that streets are safe for small children and senior citizens and so that skaters have spaces where they can race, chase, speed, and soar towards the sun.	

Forms of expositions include advertisements, letters to the editor, debates, arguments, pamphlets and posters.



## Exposition plan

Exposition scaffold 1

Issue or problem:

Point of view:

First argument in favour:

Supporting evidence:

- 
- 
- 

Second argument in favour:

Supporting evidence:

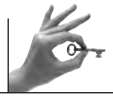
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- 
- 

Third argument in favour:

Supporting evidence:

- 
- 
- 

Summary:



## Forming an opinion

Exposition scaffold 2

We have been discussing ...

Arguments for:

1.

2.

3.

4.

Arguments against:

1.

2.

3.

4.

After looking at the arguments I think ...

## Explanation

**Purpose:** An explanation tells how and why something works or happens in the world.

Text organisation	What causes a rainbow?	Language features
Begins with a general statement to introduce the phenomenon	A rainbow <b>is</b> a coloured arc of light that is often seen in the sky when the sun is shining after a shower of rain.	Uses a title that introduces the topic
Has a series of sequenced paragraphs	A rainbow <b>contains</b> all of the colours of the spectrum. The top of the arch is always red, followed by orange, with yellow, green, indigo, blue and violet in that order.	Uses present tense e.g. <i>is, contains, appears</i>
Often includes labelled diagrams and flow charts	Light, which <b>appears</b> to be white, is really made up from all the colours of the spectrum. When sunlight reaches a drop of water, it is <b>refracted</b> , or bent, so that the beam of light is separated out into its colours.	Uses technical vocabulary e.g. <i>refracted, reflected</i>
Has a concluding paragraph	At the same time when a beam of light <b>enters</b> a raindrop, part of it is <b>reflected</b> from the inside surface and <b>bounces</b> back in the same direction. When this happens inside many raindrops it makes a rainbow which can be seen by people who are standing with their backs to the sun.	Uses action verbs e.g. <i>enters, reflected bounces</i>
	Because rainbows have always fascinated people many stories have been told about them, but unfortunately, there is no pot of gold at the end of a rainbow.	

It is important to explain the reasons why things happen as well as what things happen in some of these text types. Explanation might link with science and technology topics to consider mechanical, technological or natural happenings such as why a kettle boils, how a television works or why volcanoes erupt.



## Templates for writing in response to reading

Number	Title	Purpose
Template 1	<b>Focus on the text type</b>	A guide for the student to consider the audience, purpose and structure of the text.
Template 2	<b>Make a visual text</b>	An opportunity for the student to represent an aspect of the text visually. This is an open ended task which might appeal to students who don't enjoy writing. Make sure they use the written clues from the text to construct their diagram, chart or drawing.
Template 3	<b>T chart</b>	Allows students to record impressions about the text. Draw up a blank T chart in the <i>Student work book</i> if they want to use other headings.
Template 4	<b>KWLH</b>	A way of representing information from a text. This chart could be completed in stages as the book is read. E.g. 'What we know' could record prior understandings about the topic. 'What we want to find out' could contain the questions the student wants to find out as they read. 'What we learned' could be filled in during reading and 'How can we learn more' could suggest other texts to be read in future sessions.
Template 5	<b>PMI</b>	A useful template for discussing the student's opinion of the text as a whole or one of the important ideas contained within it.
Template 6	<b>Venn diagram</b>	A diagrammatic way of examining the similarities and differences between ideas and concepts, people and places or even the texts themselves. While many Venn diagrams have two connecting circles, three or more might be used.



## Focus on the text type

Text template 1

Which text type is this? .....

.....

How do you know? .....

.....

What is the purpose of this text? .....

.....

Who might want to read this text? .....

.....

What structure does this text have? E.g. Headings, sub-headings, diagrams, pictures.

.....

.....

.....

.....

List some interesting words from the text

• ..... • .....

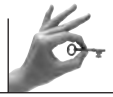
• ..... • .....

• ..... • .....

• ..... • .....

• ..... • .....

• ..... • .....



## Make a visual text

Text template 2

**What did you see as you read the text?**

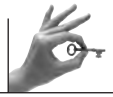
You might choose to create a diagram, flow chart, picture or mind map to represent some part of the text.

**Why did you choose to show the text in this way?**

.....

.....

.....



## T chart

Text template 3

**Make a T chart to show your thoughts about the text.**  
You might choose a character or a place or something else from your book.

Looks like

Sounds like

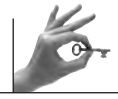




KWLH					Text template 4				
What we <b>K</b> now					What we <b>W</b> ant to find out				
					What we <b>L</b> earned				
					<b>H</b> ow can we learn more?				



PMI				Text template 5	
Plus + What did you like?		Minus - What did you dislike?		Interesting ? What did you find interesting?	



## Venn diagram

Text template 6

Write the similarities in the overlapping segments and the differences in the outer segments of the circles.

